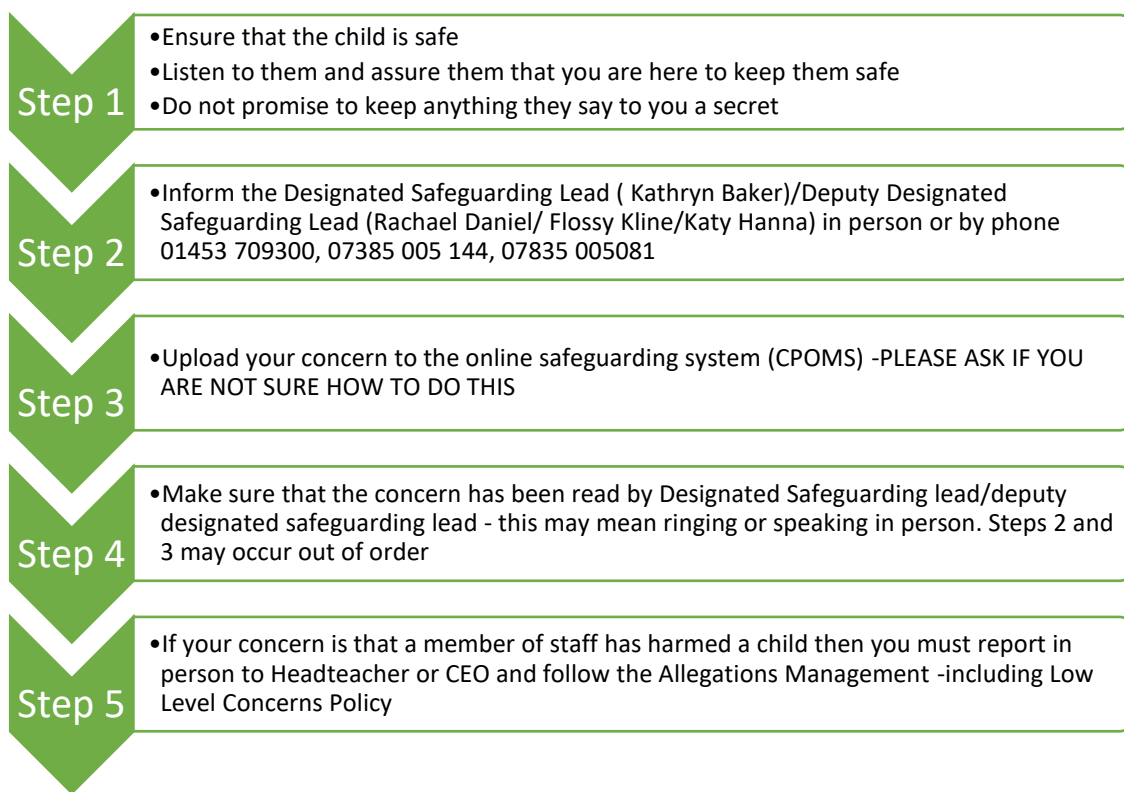


Sladewood Academy Child Protection & Safeguarding Procedures Policy

This policy is based on the principles in the SAND Trust Safeguarding Policy Statement.

What to do if you think a child has been abused



Once you have done this, the school will follow the [next steps](#) on page 4

Definition of safeguarding

Taken from [Working Together to Safeguard Children \(2018\)](#) – safeguarding children and young people is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

It is important that everyone at Sladewood Academy understands their responsibilities under [Working Together to Safeguard Children \(2018\)](#) and the latest [Keeping Children Safe in Education](#) (KCSIE) document in order to safeguard children and prevent them from coming to harm. Every member of staff must read part 1 of KCSIE and annex A and the latest [Guidance for Safer Working Practice](#). You can also refer to [What to do if you are Worried a Child is Being Abused – Advice for Practitioners](#).

Safeguarding knowledge

To support our culture of safeguarding, it is vital that you understand that safeguarding action may be needed to protect our children from (and not limited to) the abuse in the list below. Our safeguarding provision is underpinned by an understanding of Human Rights legislation (1998) and the Equality Act (2010). This will be explained to you in your induction and in safeguarding training.

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Regular training is provided so that you know what to look for to help prevent or report the abuse that children may be suffering. You need to be aware that safeguarding issues are rarely standalone and often cannot be covered by one definition or label alone. You can follow the hyperlinks for more information:

- [Neglect](#)
- [Physical Abuse](#)
- [Sexual Abuse](#)
- [Emotional Abuse](#)
- [Bullying, including online bullying and prejudice-based bullying](#)
- [Racist, disability and homophobic or transphobic abuse](#) (Hate Crimes)
- [Gender-based violence](#)
- Child on Child/[Peer-on-peer abuse](#) such as sexual violence and harassment – **You are required to challenge all inappropriate behaviour between children, you can read more about the detail of behaviours that must be challenged in Part One of [Keeping Children Safe in Education](#).**
- [Radicalisation and/or extremist behaviour](#)
- [Child sexual exploitation](#) and [trafficking](#)
- [Child criminal exploitation](#) including county lines
- [Serious violent crime](#)
- [Online abuse](#): **Knowing the risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation and risks of accessing and generating inappropriate content, for example ‘sexting’ are an important part of your role.**
- [Grooming](#)
- [Teenage relationship abuse](#)
- [Upskirting](#)
- [Substance misuse](#)
- Issues that may be specific to a local area or population, for example gang activity or youth violence

- [Domestic Abuse](#) – **Children can be victims of Domestic abuse. Experiencing the effects of abuse at home can have a detrimental and long-term impact on health, wellbeing, development and ability to learn.** In order to support children and families experiencing this Sladewood Academy has signed up to the Encompass protocol.
- [Female genital mutilation](#)
- [Forced marriage](#)
- [Poor parenting](#)
- [Homelessness](#)
- [So-called honour based violence](#)

Make sure you are familiar with the signs that a child may be experiencing abuse. These can be found via the hyperlinks above or in the section on [‘Indicators of Abuse’](#). IF YOU ARE NOT SURE – JUST ASK.

You also need to understand that safeguarding also includes broader aspects of care and education including: children’s health and safety, their wellbeing including their mental health.

Everyone has a responsibility to provide a safe environment in which children can learn. You should all be prepared to identify children who may benefit from early help i.e. providing support as soon as a problem emerges. Further information can be found in the section on [‘Early help’](#).

Related Policies

In addition to this you must be aware of the suite of policies we have in place to carry out the care and education of our children. These are: Allegations Management – including Low Level Concerns, Anti-bullying

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policy, [Attendance Policy](#) (including Children who are absent from education), Behaviour Policy, Educational Visits policy, First Aid policy, Health and Safety policy, Intimate care policy, Medical needs policy, Moving and Handling Policy, [Online safety policy](#), Positive handling policy, Risk Assessment procedure, Safer Recruitment Policy, SEND Policy, Staff code of conduct, Volunteers and Visitors Policy and Whistleblowing Policy.

These are summarised for all staff during induction, with the member of staff responsible for your induction ensuring that you understand the relevant content for your role – please ask if you have any questions about these. They are available for reference on the staff intranet. You are also required to read the Staff Code of Conduct.

Online Safety

The designated safeguarding lead takes a lead role for the school adhering to [filtering and monitoring standards](#). The online safety policy provides detail of the governance responsibilities. All staff are required to report when:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

Attendance

It is vital that all children are registered on arrival at school and at the beginning of the afternoon as part of the safeguarding process.

Senior staff and those leading induction read all the policies on an annual basis and ensure that regular reminders are cascaded to all other staff. Other policies will be given to staff who need to know them to read and understand, for example Relationship and Sex Education Policy – teaching staff, Child Missing Education policy - attendance team.

Indicators of abuse

If you think a child is being abused, you must pass this on to the Designated Safeguarding Lead in person and via SLEUTH. The following might indicate that a child is being abused. Further information can be found on the [NSPCC website](#)

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Evidence of a poor relationship with a parents
- Knowledge of adult issues
- Running away or going missing from home
- Bruising
- Unexplained weight loss

Children are often not aware that they are being abused or not able to tell you that they are being abused so you must be vigilant to signs that a child might have been harmed. IF YOU ARE NOT SURE – JUST ASK.

Leadership of Safeguarding

At Sladewood Academy there is clear leadership of our culture of Safeguarding through the following people:

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Designated Safeguarding Lead: Kathryn Baker 01453 709300, 07385 005 144

kathryn.baker@sladewood.sandmat.uk

Deputy Designated Safeguarding Leads:

Rachael Daniel 01453 709300, rachael.daniel@sladewood.sandmat.uk

Katy Hanna 01453 709300, 07835 005081 katy.hanna@sladewood.sandmat.uk and

Flossy Kline 01453 709300, florence.kline@sladewood.sandmat.uk

Additional members of staff with enhanced safeguarding training:

Trust Lead of Safeguarding: Carla Jones 01452 923726 carla.jones@sandmat.uk

These people have safeguarding job descriptions and have undertaken enhanced training in safeguarding and will always be willing to talk to you about any concerns that you may have.

Make sure that you know who these people are (their photos are posted around the school with their contact details)

Once you have referred a concern (page 1) What happens next?

Once you have registered your concern with the Designated Safeguarding lead or deputy they will decide if the child needs a referral to the local authority children's services. This is carried out under locally agreed multi-agency safeguarding arrangements. Further information about these can be found [here](#).

Early Help

The school aim to prevent abuse causing trauma to children and so provide an early help pathway to support children and their families. This help could be any of the following:

Benefits Advice

Parent Counselling (subject to availability)

Parent cafe / social groups / siblings groups

Details of out of school and holiday activities

Provide contact details of other support services and agencies

Parent Workshops

Pastoral Support

General care, support and advice

Kathryn Baker manages the school's offer of early help – if you feel a family or child would benefit please ask.

Training

All staff receive regular training in safeguarding including:

- A yearly update through INSET training
- Staff briefing updates
- Termly E-bulletins
- Safeguarding twilight INSET
- CPOMS and recording data analysed
- DSL and DDSL meeting information cascaded to wider staff.

In addition, every member of staff has carried out the government's [online Prevent training](#) to address issues of radicalisation.

All safeguarding leaders have received enhanced safeguarding training and ensure that they keep themselves up to date with current safeguarding issues. The enhanced training is renewed every two years.

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All our Governors receive safeguarding training on induction and regular updates so that they make strategic decisions about safeguarding in school.

All safeguarding training is recorded so that we know who has received what training.

Recording and record keeping

The school uses CPOMS to record all safeguarding incidents.

Please ensure that you have a login for this.

Make sure that you know how to record incidents – especially the detail that is required.

Safeguarding incidents require sensitivity and confidentiality. Please do not share information with anyone other than the safeguarding leads unless asked to do so by them.

All records are kept securely on CPOMS. These are passed on to other professionals when necessary under safeguarding information sharing protocols. If a pupil leaves the school these records are transferred without delay.

If you are unsure of this any of the safeguarding team will help you with this.

IF YOU ARE NOT SURE – JUST ASK.

Safeguarding Curriculum

In order to support our role in keeping children safe we have a curriculum which is designed to teach children how to keep themselves safe. It is important that you know about this curriculum and are able to signpost children to their learning if you are concerned about what might be happening to them in addition to the referral to the designated safeguarding lead. Our curriculum covers the following in age appropriate ways: Healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise abusive relationships; safeguarding issues (as listed in the section '[Safeguarding Knowledge](#)') and what constitutes sexual harassment and sexual violence- further information about this can be found in [Keeping Children Safe in Education](#), it is important that you know about this even if it is not considered age appropriate for our children.

Allegations Management, Whistleblowing and Low Level Concerns

At Sladewood Academy we always consider that the worst could happen here. This means that all staff are vigilant with regards to behaviour of others.

If you are concerned about the behaviour of a member of staff when they are with children, you must report to the most senior member of staff onsite. This will usually be the Headteacher or Assistant Headteacher. If the concern is about the Headteacher you must speak to the Chair of Governors. They can be reached via email in the first instance: Peter Beaudro: Peter.Beaudro@sladewood.sandmat.uk

They will then refer any issues to the Local Authority Designated Officer (LADO) on 01452 42 6994 who will support the school to decide next steps.

Should you feel that your concerns are not being listened to, you are required to whistle-blow using the one of the following routes:

- Protect, an independent whistleblowing charity, previously known as Public Concern at Work (helpline: 020 3117 2502, email: whistle@protect-advice.org.uk, website: www.pcaaw.co.uk).
- Through the **NSPCC whistle-blowing helpline - 0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

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Further information can be found in the Allegations Management – including Low Level Concerns Policy and the Whistleblowing Policy.

Recruitment, Induction and Visitors

All staff are recruited using safer recruitment procedures – this means that references and DBS are in place for every member of staff before they take up their post. Details are laid out in the Trust Safer Recruitment Policy.

All recruitment panels have at least one person who has undertaken safer recruitment training. All staff have their details recorded on the Single Central Record.

Details of DBS requirements for contractors are set out in the Safer Recruitment Policy. All those visiting the school in a professional capacity are asked to prove their identity. Visitors attending school to provide enrichment activities for children are assessed in advance for the education value and appropriateness of what they are going to deliver. If they are going to be unsupervised evidence of an enhanced DBS, with barred children check will be required.

Useful Contacts

NSPCC National Helpline: 0808 800 5000

Gloucestershire Children & Families helpdesk 01452 426565 childrenshelpdesk@gloucestershire.gov.uk

OUT OF HOURS NUMBER 01452 614194 for use in an emergency

LADO – Nigel Hatten 01452 42 6994

If you would like any further information about anything in this policy, please ask one of the safeguarding leaders.

This policy was developed by The Trust in June 2023

It was approved by the Governing body on: **September 23**

It will be reviewed yearly

Next review: September 24

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Appendix 1 – Child on child/Peer on peer abuse

This type of abuse can be very difficult to manage in schools. Whilst KCSIE refers to victims and perpetrators we ensure that this terminology is only used when appropriate. This means that it is only used with the children or young people involved with very careful consideration, if ever. For ease of reference these terms are used here.

At Sladewood Academy we have a clear reporting mechanism for children and young people to report abuse. This information and the teaching of behaviours that are abusive are made clear to the children in assemblies, the teaching of RSE and on information posters around the school.

When such an incident is reported the school follows this process to ensure that all involved are fully supported.

Ensure that the victim is safe and is not promised confidentiality

Refer to the DSL and make a written report (facts and the child/young person presents them)

DSL should consider whether to report to Children's Social Care or the Police

Parents of the victim should be informed unless this would put the victim at greater risk of harm

The Police/Children's social care should advise as to how to proceed if they have been involved

A risk assessment should be completed to ensure that both victim and perpetrator's needs are managed in school.

It should also include any other children or young people who may also have been victims or witnesses
If the incident(s) occurred at school an assessment should be carried out of the location and how to better protect children and young people in the future.

ALL SHOULD BE DONE TO PROTECT THE IDENTITY OF BOTH VICTIMS AND PERPETRATORS

The impact of social media should be considered and is covered in KCSIE



Staying safe



If I don't feel safe ... I must tell an adult.



If I see something bad ... I must tell an adult.



If I am hurt ... I must tell an adult.